

# Fitness Lesson 1:

## Transportation for the Day

**OVERVIEW OF LESSON 1 IN FITNESS** - While children learn about Lewis and Clark's Expedition in the classroom, you can use the Fitness component of this program to integrate lesson plans on physical activity into the regular curriculum. Work together with Health Enhancement teachers to promote the Lewis and Clark Fitness Challenge by sharing lessons in this component, deciding which ones could best be taught by each of you. Encourage students to reach a goal of "traveling" along the westward Lewis and Clark trail in Montana by accumulating daily physical activity, both in class and outside of class as well.

### Objectives

Students will:

- Learn about the benefits of physical activity.
- Understand how to meet the goals of the Lewis & Clark Fitness Challenge.

### Time Needed

1 hour

### Getting Ready

**Read:** The lesson plans and understands the goals of the Challenge as outlined below. The Dietary Guidelines booklet and brochure included in the Enclosures.

**Duplicate:** The handouts for this lesson:

**Student Handouts:** What's the Deal with Physical Activity? and answer guide; Lewis and Clark Fitness Challenge map and mileage sheet; Lewis & Clark Fitness Challenge Tracking Calendar (the Activity Log); Weekly Activity Check-Off; appropriate mileage charts for program length

**Parent Handout:** Get Energized!

**Staff Handout:** Getting Active, Getting Healthy!

**Technology Link:** <http://www.cdc.gov/nccdphp/dnpa/>

**Lunchroom Link:** Post Lewis & Clark posters in the cafeteria, available from the Montana Magazine for \$9.95. Find phone number and details under Nutrition Resources list after the Nutrition Lesson Plans. Also, encourage food service staff to be good role models and participate in the Challenge as well by keeping their own Activity Logs. An easy way for them to monitor their physical activity is by using a pedometer, available from most large retail stores. Or order a Sport Brain on-line at [www.sportbrain.com](http://www.sportbrain.com), which tracks your every move on a techie gadget.

# Fitness Lesson 1: Transportation for the Day

## Activity Steps

### 1. Why is Physical Activity important?

Before students undertake the Fitness Challenge, they need to understand why daily activity is so important. To teach them this, you can explain that our bodies need activity as much as they need nutritious food, and that their health depends not only on healthy eating but also regular physical activity. Regular activity strengthens all parts of our bodies and helps us stay in shape. It also helps us to feel better about ourselves.

Explain that physical activity is simply moving our bodies. Distribute the handout at the back of this lesson, "What's the Deal with Physical Activity?" After students complete the quiz, review the benefits of physical activity as a class.

### 2. Understanding the Lewis and Clark Fitness Challenge

Explain to the students that the Corps of Discovery were all very physically active on the Expedition, as they may be learning in class. Tell them that they are about to embark on an adventure of their own - a fitness challenge! Explain that their goal is to "travel" 864 miles, the westward Lewis and Clark trail through Montana. Using daily physical activity, they will count the minutes they spend each day being physically active and convert these minutes into miles traveled along the trail.

Distribute the "Lewis and Clark Fitness Challenge" map and mileage chart so students can visibly see the "route" they will be taking. Depending on the length you have decided to make the program, the mileage charts will be different. Use the correct handout at the back of this lesson plan for your chosen program, and distribute it to the kids. Explain to the students that they must be physically active for 30 minutes each day, at least six days a week to reach the goal of "traveling" along the westward Lewis & Clark Trail (864 miles) across Montana.

- ☐ Using the 16 week program, for every 30 minutes of physical activity a student does, he or she will progress 9 "miles" along the trail.
- ☐ Using the 8 week program, for every 30 minutes of physical activity a student does, he or she will progress 18 "miles" along the trail.
- ☐ Participants may get "extra credit miles" for physical activity beyond 30 minutes a day, six days a week.

Discuss what sorts of activity will count towards the goal. Distribute the "Activity Check-Off" handout at the back of this lesson. Other activities may qualify as physical activity as well - just have the students ask you if they have questions. Suggest parent and family activities that could help them meet the physical activity goal such as hiking or biking and distribute the Parent handout to students to take home, which gives ideas for more family fitness activities. Also work with the Health Enhancement teacher to make sure that any activity done in Health Enhancement class will be recorded on each student's Activity Log. Also make sure to count Recess activities and encourage programs like Fitness Finders (look under Physical Activity Resource Page after the Nutrition Lesson Plans to order this program or others).

Distribute the "Lewis and Clark Fitness Challenge Tracking Calendar" - the Activity Log - at the back of this lesson. Explain to students how to fill it out everyday to meet the goal of the Fitness Challenge.

# Fitness Lesson 2:

## It's Your Move

**OVERVIEW OF LESSON 2 IN FITNESS** - The Activity Pyramid is based on the same idea as the Food Guide Pyramid, except using physical activity in place of food. In this lesson, review the Activity Pyramid and have students create their own Activity Pyramid.

### Objectives

Students will:

- Learn the current physical activity recommendations.
- Understand the Activity Pyramid.

### Time Needed

1 hour

### Getting Ready

**Read:** This lesson plan.

**Duplicate:** The handouts for this lesson:

**Student Handouts:** You May Be More Active Than You Think; Children's Activity Pyramid and My Own Activity Pyramid need to be printed directly off the web at:  
[muextension.missouri.edu/xplor/hesguide/foodnut/gh1800.htm](http://muextension.missouri.edu/xplor/hesguide/foodnut/gh1800.htm)

**Parent Handout:** Nutrition Update - Moving Kids Toward Fitness; Sixty Ways to Encourage Active Play

**Staff Handout:** Putting SPARKS Into Your Fitness Plan

**Technology Link:** [www.muextension.missouri.edu/xplor/hesguide/foodnut](http://www.muextension.missouri.edu/xplor/hesguide/foodnut) for a copy of the Children's Activity Pyramid and other great information.

**Lunchroom Link:** Hang up the enclosed "Move It!" poster in the cafeteria, or create an Activity Pyramid out of various sports equipment.

## Fitness Lesson 2: It's Your Move

### Activity Steps

#### 1. The Activity Pyramid

Distribute the "Children's Activity Pyramid" handout (which you will need to print off directly from the Internet - see web address under "Duplicate" on previous page), and explain to students that this is a guide for physical activity. Being physically active doesn't necessarily mean working out in the gym everyday. Fitness should be FUN, and students should do things that they like to do! The Activity Pyramid lists some basic recommendations for how long to do activities and how many times per week. Students should understand that any of the activities on the Pyramid can be used to help meet the goals of the Challenge and that they should record them on their Activity Logs.

Using the suggestions from the Activity Pyramid, have students vote on a physical activity to do in class (such as the Recreational activities), and let all students actively participate. Remind them to record their time on their Activity Logs.

Also help students to design a basic plan on how they will meet the daily activity goals for the Challenge. Remind them which activities are sedentary (playing computer or video games, watching TV) and which ones are active (walking the dog, helping out in the garden, climbing the stairs).

#### 2. My OWN Activity Pyramid!

Pass out the "You May Be More Active Than You Think" handout, and discuss which activities the students currently do often. Also talk about some activities the students have never tried before. Would they like to try ballroom dancing or hacky sack? Think of ways for the students to try new activities. Maybe they could take a dance class at a local dance studio or try playing Frisbee with a friend after school instead of playing video games. Also have the students brainstorm to think about what activities the Corps of Discovery may have done everyday. Write these ideas down to make a handout for Lesson 3.

Distribute the "My Own Activity Pyramid" handout (also needs to be printed off of the Internet - see web address under "Duplicate" on previous page). Have students think about what activities they do often and then fill the Pyramid out based on their activity. If most of their activity is balanced on the top of the Pyramid, point out that these are things they need to cut down on, and help them think of ideas to fill out the rest of their Pyramid.



# Fitness Lesson 3:

## Crossing the Continental Divide

**OVERVIEW OF LESSON 3 IN FITNESS** - In this lesson, students will travel along the Lewis and Clark trail through physical challenges during health enhancement classes. The class will "travel" together going from stop to stop on a large class map. Do the fitness activities together; then when everyone is finished, meet at the large class map and answer the question that goes with that stopping point and activity. When everyone has completed the physical and question part of each stop, place a star on that stopping point on the map to show that students have successfully made it through that point.

### Objectives

Students will:

- Learn about and participate in Lewis and Clark-related physical activities.

### Time Needed

6 - 1-hour classes. Do two stops during each health enhancement class period. (Can be done in conjunction with classroom activities.)

### Getting Ready

**Read:** This lesson plan.

**Duplicate:** The handouts for this lesson:

**Student Handouts:** Student-created handouts of various Lewis & Clark activities from Lesson 2; Dice Cards, Team Workout, Partner Stunts, and a Lewis and Clark Map.

**Have:** Activity Logs and a copy of the Partner stunts at the back of this lesson for your own reference. A pair of dice, a beanbag and a jump rope for each group of two students. An enlarged Lewis and Clark map on the wall with 12 different stops on the trail (copy from back of this lesson). Scooters are required for Stops 6-9. Have the Obstacle Course set up prior to Stop 6-9. For Stop 10, put "Succeed" sign on one end of the gym and "Try Again!" sign at other end of gym.

**Technology Link:** Inuit Games at

<http://www.ahs.uwaterloo.ca/~museum/vexhibit/inuit/english/inuit.html>

**Lunchroom Link:** Food service staff can serve a "training table" lunch for the activities. This should be a meal high in carbohydrates (grains, fruits and vegetables) and a portion of lean meat. One menu idea would be Champion Roast Turkey, Power Pasta, Breadstick, Broccoli Spears, Pele Peaches (diced), Corner-kick Cobbler (USDA C-6).

## **Fitness Lesson 3: Crossing the Continental Divide**

### **Activity Steps**

(See next page for details.)

Peggy Chappius, health enhancement teacher from Eastgate School in Helena, Montana developed these fun activities for health enhancement classes. They can be done 6 separate class periods. Try them - you and your students will like them!

**First Class:    Stop 1: Leaving St. Louis - Rolling the Dice**

**Stop 2: Working as a Team on the Trail**

**Second Class: Stop 3: Native American Dance**

**Stop 4: Outrun the Grizzly**

**Third Class:    Stop 5: Moving On**

**Fourth and Fifth Classes:**

**Stops 6-9: Boat Pull - Portaging the River and Obstacle Course**

**Sixth Class:    Stop 10: Succeed and Try Again Push-Ups**

**Stops 11 and 12: The End is in Sight!**



## **Fitness Lesson 3: Crossing the Continental Divide**

### **Stop 1: Leaving St. Louis – Rolling the Dice**

To get from St. Louis to the first stopping point, we're going to roll the dice and see how lucky we're going to be on this journey.

You'll need to find a partner, 1 dice card, and a pair of dice. You must both do each exercise in order on the dice card. The dice will tell you how many of each exercise to do. Some exercises are cooperative. Please take turns rolling the dice.

QUESTION FOR STOPPING POINT 1: What kind of things depended on chance – like the roll of your dice – on the Lewis and Clark Expedition?

### **Stop 2: Working as a Team on the Trail**

To get from the first stop to the second stop, we're going to do a Team Workout. There are many exercises to do on the Team Workout sheet (part of this lesson). Do each one in order as a group following the special rules on the back of the sheet.

QUESTION FOR STOPPING POINT 2: Do you think the people in the Expedition needed to work as a team?

### **Stop 3: The Native American Dance**

To get to stop #3, we are going to learn some Partner Stunts (See handout). After we've learned the stunts, please put together at least 3 different partner stunts to make a Native American dance routine. You'll need to work together and depend on each other using each other's talents to make these stunts work.

QUESTION FOR STOPPING POINT 3: What are some examples where members of the Expedition had to depend on each other?

### **Stop 4: Outrun the Grizzly!**

Winter is almost upon the members of the Expedition, so time is important. To get to stop #4, our wintering station, please do the following timed activities. Occasionally, the Expedition may have had to run from bears or other wild animals, so in doing these exercises, pretend that you are outrunning the grizzly! You may work with a partner and do these exercises in any order. You each need to do each exercise.

1. 1 minute of laps
2. 1 minute of jump roping
3. 1 minute of sit-ups
4. 1 minute of wall sit-ups
5. 30 second glut slaps

QUESTION FOR STOPPING POINT 4: Do you think the Expedition needed muscle strength and endurance in their daily activities?

### **Stop 5: Moving On**

To get from our winter camp to stop #5, we're going to roll the dice again. It's time to take another chance and move on. Please get a #2 dice card and two dice. Work with a partner. The dice will tell you how many of each activity to do. Do all the activities in order taking turns rolling the dice. Good luck!

QUESTION FOR STOPPING POINT 5: Do you think the winter was hard on the animals? How would this have affected the Expedition's food supply? Might the snowmelt make the rivers too high?

## **Fitness Lesson 3: Crossing the Continental Divide**

### **Stops 6-9: Boat Pull - Portaging the River and Obstacle Course**

This part of the trip in Montana was a tough time for the Corps of Discovery. They had to portage around the Great Falls and had other difficulties. To get through these areas, we're going to go through an obstacle course. You will be going in groups of four. You will be using scooters as the canoes. You will go through the course three times. Stay together during the entire course and use teamwork.

First, each group scooters down to a stack of mats. Set your scooters on the mat, then carry the mat down around a cone and back as you portage a too shallow river.

Next, go back on your scooters to the next station. This is an arm strength area. Using a rope tied between 2 volleyball standards, stay seated on your scooters and pull yourselves from one end of the rope to the next.

Then scooter to the pull-up bar, stay seated on your scooters and do one pull up.

For the next station, either carry or set the scooter down. Then walk a balance beam that has balls steadied by rings as you balance and walk on the beam and over the "boulders".

Finally, weave in and out of jump ropes laid out on the floor while on your scooters trying to avoid rattlesnakes.

QUESTION FOR STOPPING POINTS 6-9: What is "portaging"? Why did the Expedition have to portage their canoes? Would this have been hard for them to do? Why or why not?

### **Stop 10: Succeed and Try Again! Push-Ups**

To get to stop #10, we're going to do Succeed and Try Again Push-Ups. This will test our arm strength and quickness. The members of the Expedition tested and improved these skills everyday. To do this, find a partner and a beanbag. Face your partner in a push-up position with the beanbag in-between you both. When the music begins, touch your partner's opposite shoulder with your hand, and switch until the music stops. When the music stops, whoever grabs the beanbag first wins. The winner goes to the "Succeed" side of the gym and finds a new partner that's also on the "Succeed" side. The other partner goes to the "Try Again" side and finds a new partner there on that side. Repeat.

QUESTION FOR STOPPING POINT 10: Do you think the Expedition had to try doing things over and over again until they succeeded at them? What sorts of everyday activities might they have done that required arm strength?

### **Stops 11 and 12: The End is in Sight!**

The Expedition had to be getting tired by now and wondering if they were ever going to get to their destination. We know they are almost at their destination - the Pacific Ocean - but they didn't know how close they were! This was a time when they really had to work together. To get to our final stop, we're going to do a whole class timed cooperative activity using the Team Workout from stopping point 2. We will try to learn from our mistakes, work together, and keep improving our class time.

QUESTION FOR STOPPING POINTS 11 AND 12: How do you think the Expedition may have felt when they finally reached the Pacific Ocean? What were some of their accomplishments on their journey to the Pacific Ocean?

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**They made it!! And so did we!! Thank you for trying a new adventure. Remember to stay active everyday just like Lewis and Clark and the Corps of Discovery did!**



# Fitness Lesson 4:

## Drink Up! Keeping Hydrated

**OVERVIEW OF LESSON 4 IN FITNESS** - One of the most crucial nutrients in life is one that is most often overlooked and not consumed enough. That nutrient is water. In this lesson, students will learn how much fluid they should be drinking every day and how important it is to get enough water during physical activity. Think of how vital it would have been for the Corps of Discovery as they blazed a trail across Montana during the hot, dry summer!

### Objectives

Students will:

- Learn the importance of fluids and keeping hydrated during activity.

### Time Needed

1 hour

### Getting Ready

**Read:** This lesson plan.

**Duplicate:** The handouts for this lesson:

**Student Handout:** Milk Carton Basketball

**Have:** An 8-ounce glass of water and also a drink container that holds 48 ounces to show how much to drink everyday. For Activity 2, have 9 teaspoons of sugar, 2 glasses of 12 ounces of water each, two funnels, two number 4 paper coffee filters.

**Technology Link:** To look at an activist's approach to concerns about "liquid candy," visit the Center for Science and the Public Interest at [www.cspinet.org/sodapop](http://www.cspinet.org/sodapop)

**Lunchroom Link:** Play Milk Carton Basketball during lunch (handout at the back of this lesson).

# Fitness Lesson 4: Drink Up! Keeping Hydrated

## Activity Steps

### 1. Running in High Gear

Did you know that nearly 50 to 75 percent of your weight is the fluid in your body? Water acts as a transport system and as a coolant for your body, and when you don't drink enough of it, your blood volume decreases. This means your heart has to work harder to pump your blood around your body, which increases how fast your heart has to beat. Also, when your body gets warm, like during exercise, blood is channeled near the skin so that the air can cool it before it returns to the depths of your body. If your blood volume decreases because you lose body water, it is also not so easy for your body to cool itself off, and you can overheat and get heat stroke from dehydration, or not drinking enough fluids.

Tell students that they should not count on thirst alone to remind them to drink water. When you feel thirsty, it's your body's way of telling you that it is already becoming dehydrated. So, drink more water and drink more often than you need to keep yourself from actually getting thirsty.

How much fluids do we need everyday? The American Medical Association recommends that adults should consume about 2-1/2 quarts of water a day; children about half this much (or 6 cups per day). Students should understand that water is the best drink possible to quench thirst, and that other drinks (sports drinks, soda, fruit punches) contain other nutrients, including calories, and should be consumed more sparingly. Milk and juice are also good drink choices as they contain essential nutrients for growth. Students should drink three 8-ounce glasses of low fat milk per day also.

Show students what an 8-ounce glass of water looks like. Then show them the 48-ounce container that they should drink through the day and tell them that this is the same as drinking six 8-ounce glasses of water. Compare this size of container to a "super-size" soda container to assure students that if they can drink a super-size container of soda, that they can also drink 48 ounces of water everyday. Make sure they know they should not drink this much water all at once, but to sip on it over the course of a day. One easy way to make sure they are getting enough water is to carry a 24-ounce container with them filled with water. They should fill it up twice during the day to ensure they drink all 48 ounces of water. To keep the water cold all day long, they can fill it half way with water the night before and freeze it, and then finish filling it with cold water in the morning.

### 2. Be Cool – Drink Water!

Nothing absorbs faster through the stomach and to the places it's needed than water. The high concentration of sugar in soda, fruit juices and sports drinks causes them to be absorbed too slowly to help hydrate you during exercise. To show students how this works in our bodies, try this fun exercise ~

Add 9 measured teaspoons of sugar to 12 ounces of water. Also measure 12 ounces of plain water. Using a funnel and a number 4 coffee filter for each liquid, pour each through and note how many seconds it takes for each to pass through the filter. What can you conclude from these results?

*Most sodas contain about 9 teaspoons of sugar in 12 ounces. In the experiment, the water with sugar should take longer to soak through the paper filter than the plain water, just as a soda would take longer than water to empty from the stomach to where it's needed in the body.*

For a fun math problem, have students determine the number of teaspoons of sugar in a 20-oz, 32-oz, and 64-oz soft drink. You will need to use a Nutrition Facts label from a 12-oz soda can for this, and find the grams of sugar in one serving on the label. (\*Note - there are 4 grams of sugar in one teaspoon.) After determining how many teaspoons of sugar in each, pour out that amount of sugar for each portion. Point out there are no nutrients (calcium, vitamins, etc.) in them.

# Fitness Lesson 5:

## The Wide World of Sports

**OVERVIEW OF LESSON 5 IN FITNESS** - The Corps of Discovery's days were filled with lots of physical activity, although back then it was just called plain old hard work. They did things that many people would not consider "exercise" today, but in fact would count as physical activity since they worked so hard. This lesson will introduce students to a variety of recreational activities and get them thinking "outside the box" when it comes to different types of physical activity they may enjoy doing.

### Objectives

Students will:

- Learn about new and different sports.

### Time Needed

1 hour

### Getting Ready

**Read:** This lesson plan.

**Duplicate:** The handouts for this lesson:

**Student Handouts:** You May Be More Active Than You Think from Lesson 2.

**Technology Link:** Visit [www.kidnetic.com](http://www.kidnetic.com) for fun games and sport information.

**Lunchroom Link:** Post the reports from this lesson on the cafeteria walls so others can read them.



# Fitness Lesson 5: The Wide World of Sports

## Activity Steps

### 1. The Sports Reports

There are so many different types of sports and ways for people to be active. Sometimes students just need to be introduced to new things that they may not even know exist. For this lesson, have students pick a sport or physical activity that they would like to learn more about. This could range from water-skiing to gardening, from bowling to surfing. Encourage students to think about what things the Corps of Discovery did everyday that would count as physical activity (walking, rowing, hiking, horseback riding, chopping wood, building things, fishing, hunting, etc.) Use the handout from Lesson 2 - "You May Be More Active Than You Think" to help students think of different sports or activities they may never have tried before.

Have students each pick an activity or sport they are interested in. They will then need to research this activity and write a 1-2 page report on it. The reports could include information on the history of the sport or activity, where it is played now, how to do the activity or sport, and maybe a picture of the sport or activity.

After reports are complete, each student will share with the class what they have found out about the activity. If possible, some of the activities could be played in Health Enhancement class and can count towards miles in the Activity Logs.

\*One possible link to Social Studies would be to consider exploring sports or recreational activities in other countries that the students have already studied in Social Studies or Foreign Language (examples would be Rugby in Australia or Cricket in England).

### 2. School Survey

A. For this activity, students can survey other students in school during Lunch or Recess to find out about the physical activities they would like to see offered at school that are currently not available. Summarize the findings and present them to the principal, Health Enhancement teacher and/or the school board.

B. For the second part of this activity, students can survey school staff on how they keep active each day or what sports or recreational activities they regularly participate in. \*For a link to Math, students could then graph the findings (for example, how many people play basketball? How many people bike regularly?)



# Fitness Lesson 6:

## Homeward Bound

**OVERVIEW OF LESSON 6 IN FITNESS** – Just as Lewis and Clark were nearing the end of their amazing journey, it is most likely that their thoughts often turned to their homes. In this lesson, students will direct their thoughts homeward as well and survey family members on healthy lifestyles.

### Objectives

Students will:

- Learn how to stay active with lifestyle activities.
- Participate in a Discovery Walk.

### Time Needed

1 hour

### Getting Ready

**Read:** This lesson plan.

**Duplicate:** The handouts for this lesson:

**Student Handouts:** Family Time Capsule for students

**Staff Handout:** Walking Your Way to Fitness

**Have:** Permission slips, if necessary, from parents to allow children to leave the building for a Discovery Walk.

**Technology Link:** <http://www.thepark.com/> - the Revolutionary 3-Week Fitness Plan based on a study done by Glenn Gaesser and Karla Dougherty at the University of Virginia.

**Lunchroom Link:** Serve a snack sack with typical Lewis and Clark foods in it, which the children can take on the Discovery Walk. The snack sack might include beef jerky or pemmican (recipe included at the back of this lesson), homemade breads, carrots and blueberries.

# **Fitness Lesson 6: Homeward Bound**

## **Activity Steps**

### **1. Home Schooling**

This activity encourages parent/family involvement in the student's learning process. Also, by including parents, we help send the message home that what they do greatly influences their children. This hopefully encourages them to make some lifestyle changes as well, if needed, and to celebrate and be proud of the healthy things they are currently doing.

A. Have students think about the things their parents do on a daily basis that might count as physical activity. Also tell them to think about what kinds of foods their parents eat regularly. At home, they can discuss these things with their parents. They might ask them the following questions:

- What do you do on a daily basis that is physically active? (include things like gardening, housework, mowing the yard, etc.)
- Do you eat on a regular basis (Breakfast, Lunch, Dinner, snacks?)
- What are some of your favorite foods? What do you eat often? Do you think you eat healthy?
- What changes could you make in your life to eat healthier and be more active?

B. As a class, have students determine what are the changes that their parents could make to eat better or be more active.

C. Have the students complete the Student Handout-Family Time Capsule as a basis for the time capsule. If time allows, let the students share these reports in class.

### **2. The Discovery Walk**

A. You can incorporate academics into walking by taking one or even weekly Discovery Field Trips either around the school neighborhood or to farther destinations. Ideally, choose to visit a Lewis and Clark historical site, and have students pretend to be the Corps of Discovery, imagining what it would have been like 200 years ago.

Your students can participate in things Lewis and Clark would have been doing - observing, graphing, measuring weather, evaporation rates of puddles, describing or drawing plants and animals they see. They can watch trees change during the seasons (if more than one walk is taken), note different colors, shapes, sounds and ways that animals move (fly, walk, run, hop, etc).

During the walk, they can be jotting down pictures, ideas, and observations so that they can create a big book based on their findings. Share the book with others by placing it in the cafeteria. Take a sack lunch along and have a picnic during the walk. Don't forget to bring the students' Activity Logs for this activity!

B. Ask the Health Enhancement teacher or a local athletic trainer to demonstrate the use of a pedometer to the students and staff to show how small steps can account for adequate amounts of physical activity throughout the day. Use the handouts that go with this lesson for more information.

# Fitness Lesson 7:

## The Continuing Adventures of Lewis & Clark

**OVERVIEW OF LESSON 7 IN FITNESS** - After becoming familiar with Lewis and Clark's journal, students can create detailed stories that incorporate nutrition and fitness messages they have learned. To do this, students will need to spend a little time reading excerpts or hearing them read from the journal. They can also participate in a Meal Relay game to reinforce the connection between nutrition and activity.

### Objectives

Students will:

- Learn about nutrition and fitness messages.

### Time Needed

1 hour

### Getting Ready

**Read:** This lesson plan.

**Duplicate:** The handouts for this lesson:

**Student Handout:** Food Groups (and cut out into strips)

**Parent Handout:** Playing Your Weigh to Fitness

**Have:** Copies of the Lewis and Clark Journal available for students to read (try the book "The Journals of Lewis and Clark" by DeVoto). Or try using sites on-line if students have access to computers (see Technology Link below).

**Technology Link:** Visit these sites for great information on Lewis and Clark's

Expedition: <http://www.lewisandclarktrail.com/> or <http://www.ndlewisandclark.com/> or <http://lewisandclark.state.mt.us/>

**Lunchroom Link:** Students can decorate the cafeteria with their illustrated stories.

# Fitness Lesson 7: The Continuing Adventures of Lewis and Clark

## Activity Steps

### 1. The Rest of the Story

In addition to reading the excerpts from the Milestones and Mileage map (found after Fitness Lesson 1), distribute copies of different excerpts from Lewis and Clark's journal to students. For help, use the web sites suggested on the previous page, or make copies directly from a book. Make sure that the excerpts you choose have some basic information in them about foods and/or physical activity. After students have read the excerpts, explain to them that they will be "filling in" the story in their own words. For example, they may take one of the excerpts about buffalo hunting and embellish it with their own words to make their own story out of it. They may also draw pictures to help illustrate their story. They should include in their story some type of nutrition or fitness message, such as how buffalo was an important part of the Corp of Discovery's diet, or how breakfast was eaten everyday to ensure that the group had enough energy to paddle the river all day long.

The stories can be shared with the class and then hung in the cafeteria so that others might read them too. Consider having a contest to see who can write the most interesting story. The prize for the winner could be eating school lunch or breakfast free for a week.

### 2. The Meal Relay Game

To play this game, reproduce the food group names on the handout at the back of this lesson. Cut them out and place them in a hat. Have each student draw a slip of paper from the hat. The objective is for students to form a relay team made up of five members, with each student on the team representing a different food group.

Explain that when you blow your whistle, students are to mingle, share with each other which food group they represent, and organize into "complete meal" teams. A "complete meal" team will consist of one food from each of the food groups listed on the slips of paper they draw from the hat. Once a team is assembled, each team member will run an assigned length, relay style. Emphasize that every team wins if they complete the race, which encourages being active and planning balanced meals.





# Fitness Lesson 8:

## The End of the Trail

**OVERVIEW OF LESSON 8 IN FITNESS** - Finally, after three long years on the trail, Lewis and Clark and the Corps of Discovery are nearing the end of their amazing journey. They learned a lot on the Expedition and helped set the course for the future. In this last lesson, students will also look to the future. Using the knowledge they have gained in this Fitness Challenge, they will set further fitness and nutrition goals for themselves.

### Objectives

Students will:

- Learn about goal setting and set personal goals for the future.
- Tally their Activity Logs to see if they met the goals of the challenge.

### Time Needed

1 hour

### Getting Ready

**Read:** This lesson plan.

**Duplicate:** The handouts for this lesson:

**Student Handouts:** Goal Setting; Goal Setting Calendar ; Sample Goal-Setting Calendar and Time Capsule

**Staff Handout:** Being a Role Model for Fitness

**Technology Link:** Check out <http://www.peclogit.org/logit.asp> for a kid-friendly website which helps children learn to set goals and monitors their progress - includes certificates of completion.

**Lunchroom Link:** Foods and school staff can be good role models by posting their own Activity Logs in the cafeteria and setting future goals for themselves.

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## Activity Steps

### 1. Leading the Way to the Future

Part of our job as educators and parents is to provide kids with the opportunity and knowledge to make healthful choices. After completing the Lewis and Clark Fitness Challenge, we hope that your students have not only been presented with those opportunities but have also acquired knowledge to make good choices. In this last lesson, you will allow children to set and monitor their own goals for the future by setting their own goals for breakfast, snacks or other areas they feel are important in their individual health. These activities help reinforce the control that students have over their own health and nutrition. While we can offer nutrition and physical activity experiences that reinforce good habits, provide mostly healthful food choices and model good practices, the decision to put nutrition and physical activity knowledge into practice ultimately lies with each *individual child*!

Setting goals is something children can apply to many areas of their life, including academics, behavior, physical activity, nutrition and other areas of health. Parents and teachers should serve as role models by setting good health goals along with the students.

Begin by handing out the "Goal Setting" handout at the back of this lesson. Then explain to students that whenever you want to make a change, the first thing you need to do is to set a *realistic* goal. The best kinds of goals are short-term ones instead of long-term goals since they are usually easier to meet! If you set goals that are too hard, you may end up giving up on making changes. An example is setting a goal to eat a piece of fruit and granola bar after school instead of a bag of chips. Discuss the S.N.A.C.K. system on the handout. Next, allow students to set their own goals using the "Goal Setting Calendar" handout for a month. For examples, students may look at the "Sample Goal-Setting Calendar" handout. Discuss their calendars with them. Give them suggestions if needed, but mostly let them set their own goals so they feel they have some control. Encourage them to share these goals with their families.

In a few months, revisit the calendars. Find out from students which goals they have met and which goals they are still working towards. Have they changed their health habits? Do they feel healthier? Have more energy? Watch less TV and are more physically active?

As an optional activity, distribute the "Time Capsule" handout at the back of this lesson. Allow students to fill it out, hand them back in and keep them until a special day to take them out and look at them again - such as the last day of school before summer or winter break.

### 2. Tallying the Activity Logs

To fully complete the Lewis and Clark Fitness Challenge, students will need to tally up their Activity Logs to find out whether they actually "traveled" the entire Lewis and Clark Montana route. This may be part of a math assignment. Once "miles" are tallied, praise students for a job well done, regardless of whether they met or exceeded the Challenge's goals. Stress the importance of continuing to increase their physical activity level and eating well so they have enough energy to have fun being active. Pat yourselves on the backs and have fun at the Celebration Feast in Lesson 8 of Nutrition!